**MCPS Grading Practices Committee**

**Current Practices DRAFT**

**October 29, 2012**

**GROUP 1**

Explicit:

* We do letter grades starting at 3rd grade
* Don’t consistently show gradients (+/-) from school to school
* Homework grading policies inconsistent
* Grades on assignments not always linked to purpose
* Grades typically are average of “daily” assignments and summative assessments (tests).

Implicit:

* Students are graded in relation to one another
* Few or not students lacking proficiency receive a failing grade Effort often affects letter grade

**GROUP 2**

* \*\*effort grades K-5
* \*\*proficiency indicators K-2 and letter grades 3-12
* ^^weighted grades
* ^^average scores
* ^^zeroes for missed work
* ^^extra credit
* \*\*mid/quarter/semester/tri-mester grades: progress monitoring and timeline
* \*\*student led conferences
* \*\*Portfolio based assessment
* \*\*senior projects/capstone
* \*\*honor roll/student recognition
* Growth model (not currently doing)

\*\*keep ^^drop

**GROUP 3**

* Letter grades based on a percentage (0-100%) – indicate a level of mastery
* GPA is based on letter grades
* Sometimes based on a body of work, sometimes based on learning.
* Social promotion

**GROUP 4**

|  |  |
| --- | --- |
| **Positive** | **Negative** |
| * Growth model (Here you are; where are you going?) * Letter grades: familiar communicator, “carrot”/motivator, proficiency indicator * Easier for teachers * Learning targets applied to rubrics * Students understand their performance with coached reflection * Student led conferences | * Establish minimums * Letter grades: de-motivator/”liver”, vague, calculation/weight, varied scales, completion indicator * Labels students and sets “expectations” of kids/teachers/parents * Easier for teachers – reteach? * Students don’t understand what the grade means |